DOCUMENT RESUME

ED 161 473 JC 780 548

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TITLE Non-Returning Students, Spring 1978.
INSTITUTION Mercer County Community Coll., Trenton, N.J.
PUB DATE Aug 78
NOTE 57p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Aspiration; Age; College Credits; College Majors; Community Colleges; *Dropout Research; Employment Patterns; Enrollment Influences; Ethnic Groups; Females; Grade Point Average; *Junior Colleges; Males; Participant Satisfaction; *Part Time Students; *Persistence; Student Attitudes; *Student Characteristics; Surveys; Transfer Students

ABSTRACT

A survey was conducted at Mercer County Community College to determine the demographic characteristics, number of credits, grade point average (GPA), academic program, reasons for not returning, current working and educational status, and opinions of the college of part- and full-time students who enrolled for the fall 1977 semester and did not return spring 1978. Responses were received from 290 of the 847 students surveyed, representing response rates of 30% for full-time students and 44% for part-time students. Both part- and full-time students fell into the 21-25 age range more frequently, and into the 18-20 age range less frequently than the general enrollment. Part-time non-returning students had more credits and higher GPA's than part-time students in general; however, full-time non-returning students did not compare favorably with full-time students' averages in these areas. Non-returning students followed college trends with educational goals focusing on job and transfer preparation. Expectations of returning to Mercer were held by 17% of the full-time and 46% of the part-time students; while 28% of the survey group was already furthering their education elsewhere. The part-time group's reasons for not returning included goal attainment or transfer; more frequently, the full-time group felt they were doing poorly academically. The questionnaire with response percentages is included. (MB)

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MERCER COUNTY COMMUNITY COLLEGE

NON-RETURNING STUDENTS

SPRING 1978

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Sandy Gorter
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August, 1978

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NON-RETURNING STUDENTS

INTRODUCTION

This is a study of part-time matriculated and full-time students enrolled for Fall 1977 who did not return Spring 1978. The study reports demographic characteristics, number of credits, GPA, Academic Program, reasons why students did not return, their current working and educatinal status, and their opinions of the college.

According to the college's information system, 847 students did not return for the Spring semester 1978. All of these students were sent a questionnaire to gather the above mentioned information. Enclosed was a cover letter explaining the purpose of the survey.

The first mailing went out March 28, 1978. The second was sent out a month later, April 28. The non-respondents to this wave were sent a new survey format on May 22. The final date that returns were accepted was May 31.

Altogether usable responses were received for 290 of the 847 students surveyed, for a 34% response rate. Of the 847 non-returning students the largest proportion 606 (72%) were full-time students. Two hundred and forty-one (28%) were part-time. One hundred eighty-four questionnaires returned were from full-time non-returning students and 106 were from part-time non-returning students. These responses represent a 30% response rate for full-time students and a 44% response for part-time students.

NON-RETURNING STUDENT
CHARACTERISTICS

NON-RETURNING STUDENT CHARACTERISTICS

The ratio of non-returning males to females was 50-50. Forty-one percent of the students were 20 years old and under, 59% were 21 or older. The largest percentage (71%) of the non-returning students were white. (See Table I).

Table II presents the part-time, full-time breakdown for these characteristics. When compared to the college-wide demographics (Table III) there appear to be some minor differences.* Table IV presents the non-returning representation by school.**

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* There appear to be more students in the 21-25 age range and fewer in the 18-20 age range among the non-returning students. There were slightly more white students who did not return in the part-time category and slightly less in the full-time category when compared to the college enrollment, and slightly more black in both categories.

** The number of non-returning by other schools was not broken down further.

TABLE I

DEMOGRAPHIC CHARACTERISTICS

ALL NON-RETURNING

M	424	(50%)
F	428	(50%)
AGE		
18-20	344	(41%)
21-25	260	(31%)
26 +	234	(28%)
ETHNICITY		
White	603	(71%)
Black	170	(20%)
Hispanic	28	(3%)
Oriental	6	(1%)
American-Indian	2	(0.%)
Foreign Student	7	(1%)

TABLE II

DEMOGRAPHIC CHARACTERISTICS

PART-TIME VS FULL-TIME

NON-RETURNING STUDENTS

	P-T	F-T
M	115 (14%)	309 (36%)
F	126 (15%)	302 (35%)
AGE		
18-20	11 (1%)	333 (40%)
21-25	74 (9%)	186 (22%)
26 +	146 (17%)	88 (11%)
ETHNICITY		
White	196 (24%)	407 (50%)
Black	40 (5%)	130 (16%)
Hispanic	3 (0.%)	25 (3%)
Oriental	0 (0%)	6 (1%)
Am-Indian	0 (0%)	2 (0.%)
Foreign Student	2 (0.%)	5 (1%)

TABLE III

COMPARISON OF

DEMOGRAPHIC CHARACTERISTICS

ALL FALL 1977 ENTRANTS AND

NON-RETURNING STUDENTS

	P-T		F-T	
	ENROLLED	NON-RETURN	ENROLLED	NON-RETURN
M	47%	47%	50%	51%
F	53%	53%	50%	49%
Age				
18-20	11%	5%	67%	55%
21-25	20%	31%	18%	31%
26+	69%	61%	15%	15%
UNKNOWN	0%	5%	0%	0%
ETHNICITY				
WHITE	73%	81%	74%	67%
BLACK	13%	17%	17%	22%
HISPANIC	1%	1%	2%	4%
OTHER	2%	0%	2%	2%
UNKNOWN	11%	0%	5%	5%

TABLE 1V

NON-RETURNING BY SCHOOL

	TOTAL		F-T		P-T	
Trenton	133	(15.7%)	101	(16.7%)	32	(13.3%)
Hamilton East	94	(11.1%)	72	(11.9%)	22	(9.1%)
Hamilton West	54	(6.4%)	34	(5.6%)	20	(8.3%)
Ewing	48	(5.7%)	33	(5.4%)	15	(6.2%)
Hightstown	33	(3.9%)	26	(4.3%)	7	(2.9%)
Notre Dame	41	(4.8%)	29	(4.8%)	12	(5.0%)
St. Anthony's	36	(4.3%)	26	(4.3%)	10	(4.1%)
Lawrence	30	(3.5%)	22	(3.6%)	8	(3.3%)
Other Schools	378	(44.6%)	263	(43.4%)	115	(47.7%)
TOTALS	847		606		241	

ACADEMIC CHARACTERISTICS

NUMBER OF CREDITS FOR
NON-RETURNING

As can be seen from the adjacent table there were a large number of students who earned no cumulative credits before they left college.* These were largely full-time students. There appear to be more part-time non-returning students with a high number of cumulative credits earned than full-time students.

* It is recommended that future studies separate those who withdraw within first two weeks of class from those who withdraw later.

TABLE V

NUMBER OF CREDITS

FOR NON-RETURNING

NUMBER OF CREDITS	TOTAL	F-T	P-T
0	234 (28%)	227 (37%)	7 (3%)
1 - 11	222 (26%)	179 (29%)	43 (18%)
12 - 30	230 (27%)	135 (22%)	95 (39%)
31 - 60	124 (15%)	55 (9%)	69 (29%)
61 +	42 (5%)	15 (3%)	27 (11%)

GRADE POINT AVERAGE OF NON-RETURNING STUDENTS

As might be expected from the previous table, there were a large number of full-time students with a GPA of zero. The part-time students again differentiated themselves from the full-time by earning higher GPA's. Forty-five percent of this group of part-time students had GPA's of 3.0 +. However, when the average GPA for this whole group was compared to the average GPA for the college, for the past three years, it was found that there was similarity. The non-returning students had a 2.62 GPA when those who earned no grade were excluded and a 1.90 GPA with the 0 grade included, whereas the college-wide GPA was 2.85 and 1.99 respectively.

When credits by GPA were cross tabulated (Table V11), it was seen that there appeared to be a large sub-group who had low GPA's or no GPA's at all with few or no credits, as well as a large sub-group who had many credits and 2.0 GPA's or above. It is assumed that the no credit - no GPA group probably had a large number of NC, NC*, and W's[1]. It was calculated that 25% of this group had NC and NC* and 22% had W's, whereas the college-wide average for the previous year were 19% NC and NC* and 10% W. This was found to be a significant difference ($p < .01$) via Chi-square. When the number of NC, NC*, and W's for part-time students was compared to that for full-time students, higher percentages were found among the full-time sub-groups.

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1 NC = No credit. Student did not satisfactorily complete the course work or withdrew after the allotted time.

NC* = No credit with asterisk - Indicates no credit with a chance for improvement within one year.

W = Withdrew officially - No evaluation (Applicable through 60% of course).

TABLE VI

GRADE POINT AVERAGE
OF NON-RETURNING STUDENTS

GPA	TOTAL		F-T		P-T	
0	250	(29.5)	234	(38.6)	16	(6.6)
1.0-2.0	149	(17.6)	120	(19.8)	29	(12.0)
2.1-2.9	266	(31.4)	178	(29.4)	88	(36.5)
3.0 +	182	(21.5)	74	(12.2)	108	(44.8)

TABLE VII

CREDITS BY GPA - ALL NON-RETURNING STUDENTS

	CREDITS					
GPA	0	1-11	12-15	16-30	31-60	61+
0	228	5	3	6	6	2
1.0-2.0	0	84	18	30	13	3
2.1-2.9	0	76	28	76	66	20
3.0 +	0	57	19	50	39	17

TABLE VIII

RANGE OF FREQUENCY OF, AND PROPORTION OF
FULL-TIME STUDENTS WITH NC, NC*, AND W'S

N = 606

NC (1-6) [1]	NC* (1-4)	W (1-7)
360 (59%)	187 (31%)	371 (61%)

1. Number in parentheses represents the range of number of NC, NC*, and W's.

TABLE IX

RANGE OF FREQUENCY OF, AND PROPORTION OF
PART-TIME STUDENTS WITH NC, NC*, AND W'S

N = 241

NC (1-3) [1]	NC* (1-2)	W (1-6)
72 (30%)	28 (12%)	66 (27%)

1. Number in parentheses represents the range of number NC, NC*, and W's.

NON-RETURNING BY PROGRAM

PERCENTAGE OF NON-RETURN

AS COMPARED TO NUMBER ENROLLED

BY PROGRAM

The only comparative* data available on non-returning students by program regarded the full-time students, the largest percentage of whom were non-curricular.

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* The reason the part-time and general enrollments were not comparable was because, the part-time categorization for this survey differed slightly from the college-wide part-time categorization.

TABLE X

PERCENTAGE OF NON-RETURN OF

NUMBER ENROLLED FULL-TIME

	ENROLLED TOTAL	NON-RETURN	PERCENT
Transfer Programs	760	164	22%
Career Programs	1,413	281	20%
Certificate Programs	60	10	17%
Non-Curricular	467	151	32%
TOTAL	2,700	606	23%

NON-RETURNING
STUDENT GOALS

GOALS OF NON-RETURNING STUDENTS

When compared to the college-wide goals, fewer of the non-returning students had original goals of "upgrading skills" and more had "preparation for a job" and "preparation for transfer" (Table XII). When the goals data for students who responded to the survey questionnaire were reviewed, the full-time group appeared to have "no objective" more frequently than the part-time, and more interest in preparation for a job (Table XIII).

When the survey sample goals were compared to the original goals for the non-returning students there was similarity in goals, except that the survey respondents described themselves as being less interested in personal development (with the exception of part-timers as a separate group) and more interested in job preparation, when percentages in Table XII were compared with percentages in Table XIII.

TABLE XI

STUDENT GOALS DATA OF
NON-RETURNING STUDENTS

PURPOSE	NON-RETURNING	COLLEGE-WIDE
Upgrade Skills	28 (8%)	(18%)
Personal Development	62 (18%)	(19%)
Prepare For A Job	140 (42%)	(38%)
Prepare to Transfer	94 (28%)	(22%)
No Specific Objective	13 (4%)	(3%)

TABLE XII

STUDENT GOALS DATA OF
STUDENTS WHO RESPONDED TO
QUESTIONNAIRE

	TOTAL	F - T	P - T*
Occupational Upgrading	19 (10%)	11 (6%)	8 (47%)
Personal Development	12 (6%)	9 (5%)	3 (18%)
Preparation for Occupation/Career	105 (53%)	100 (56%)	5 (29%)
Preparation for Further Education	45 (23%)	44 (24%)	1 (6%)
Social or Recreational Activity	2 (1%)	2 (1%)	0 (0%)
No Objective	12 (6%)	12 (7%)	0 (0%)
Other	2 (1%)	2 (1%)	0 (0%)

* This question did not appear on all forms of questionnaire.

SURVEY RESULTS: REASONS FOR NON-RETURN

QUESTIONNAIRE:

REASONS FOR NOT RETURNING

The reasons given most frequently by the group of students who responded to the survey included financial difficulties and getting a good job. "Not doing well academically" was cited more often by full-time students. Part-time students cited family responsibilities, lack of desired course offerings, and transferring as frequent reasons for not returning.

When the large number of "other" responses was reviewed, the above trends were corroborated. In addition, lack of motivation, goal direction, and committment were cited by many students as reasons for not returning. They also felt they had selected the wrong course, and/or program. Many of the part-time students explained that they were just "stopping-out".

In their suggestions for improvement of the college, many of these students expressed a wish for more contact with their teachers, other students, and especially their advisors and counselors.

TABLE XIII

REASONS FOR NOT RETURNING

REASONS *	TOTAL (N=290)	F - T (N=184)	P - T (N=106)
Found I Did Not Need College	14	14	0
Course I Needed Was Not Offered	21	7	14
Health Problems	21	12	9
Financial Difficulties	65	47	18
Got a Good Job	62	51	11
Marriage & Marriage Plans	22	12	10
Family Responsibilities	36	20	16
Wanted to Get Practical Experience	24	18	6
Not Doing Well Academically	37	32	5
Transferred to Another School	34	21	13
Transportation Difficulties	18	18	0
Found Out College Was Not For Me	22	21	1
Other	115**	60	55

* Students were instructed to "circle as many as apply".

** Students often cited more than one reason for this item.

SURVEY RESULTS: FURTHER EDUCATION

FURTHER EDUCATION

Over half of the students in the survey group were not pursuing further education. The rest were fairly evenly distributed across other methods of pursuing education. Of these, 28% appeared to be taking courses elsewhere.

TABLE XIV

FURTHER EDUCATION

	TOTAL	F - T	P - T
Not Pursuing	109 (58%)	99 (58%)	10 (56%)
In-Service On The Job	26 (14%)	23 (14%)	3 (17%)
Courses Not For Degree	10 (5%)	10 (6%)	0 (0%)
P-T Degree Program	22 (12%)	17 (10%)	5 (28%)
F-T Degree Program	21 (11%)	21 (12%)	0 (0%)

SURVEY RESULTS: WORKING STATUS

WORKING STATUS

The majority (82%) of the non-returning students who responded to the questionnaire were "presently working", and 73% of the full-time students stated that their current job was unrelated to their program of studies at Mercer.

Only 29% of this group of full-time students were not working last semester. Of the 31% who worked full-time, in addition to attending college full-time, more than 50% worked over 40 hours per week. Of the 36% who worked part-time off campus, as well as attending college full-time, more than 50% worked between 20 - 30 hours. The 4% who worked on campus had a work load of 10 - 15 hours.

WORKING STATUS

TABLE XV

PRESENT WORKING STATUS

	TOTAL	F - T	P - T
F - T	144 (70%)	129 (69%)	15 (83%)
P - T	24 (12%)	22 (12%)	2 (11%)
Not Working - Seeking	26 (13%)	26 (14%)	0 (0%)
Not Working - Not Seeking	11 (5%)	10 (5%)	1 (5%)

TABLE XVI

PREPARED FOR PRESENT POSITION BY MCCC PROGRAM OF STUDIES

	FULL-TIME *
Very Well	2 (2%)
Well	18 (17%)
Poorly	8 (8%)
Very poorly	1 (1%)
Job Unrelated	77 (73%)

TABLE XVII

WORKING STATUS LAST SEMESTER

	FULL-TIME *
Did Not Work	39 (29%)
Worked F-T	41 (31%)
Worked P-T (Off Campus)	48 (36%)
Worked P-T (On Campus)	5 (4%)

* Data not available for part-time students.

SURVEY RESULTS: OPINIONS OF MERCER

OPINIONS OF MERCER

Reviewing the time when the decision was made not to return to Mercer, it was found that more full-time students decided during Fall semester and more part-time students decided after Fall semester. Approximately seventy percent of the part-time students who responded to the questionnaire stated that they planned to return to Mercer, whereas only 46% of the full-time students indicated these plans. However, the majority of both groups indicated that they would recommend Mercer to a friend. Although this appears to be favorable, the possibility that this group of respondents were more favorably inclined toward Mercer than those who did not respond must be considered.

TABLE XVIII

RETURN TO MERCER

WHEN DECIDED NOT TO RETURN TO MERCER

	TOTAL	F - T	P - T
Fall Registration or Before	26 (9%)	17 (9%)	9 (9%)
During Fall Semester	148 (51%)	113 (61%)	35 (33%)
After Fall Semester	77 (27%)	32 (17%)	45 (43%)
Other	39 (14%)	22 (12%)	17 (16%)

TABLE XIX

WILL RETURN TO MERCER IN THE FUTURE

	TOTAL	F - T	P - T
Yes, F-T	41 (14%)	37 (20%)	4 (4%)
Yes, P-T	118 (41%)	47 (26%)	71 (67%)
No	45 (16%)	35 (19%)	10 (9%)
Don't Know	86 (30%)	65 (35%)	21 (20%)

TABLE XX

WOULD YOU RECOMMEND MERCER TO A FRIEND

	TOTAL	F - T	P - T
Yes	221 (81%)	126 (74%)	95 (91%)
No	12 (4%)	10 (6%)	2 (2%)
Uncertain	41 (15%)	34 (20%)	7 (7%)

When the more subjective comments were read, some clues to the answers for the problem of non-return were given. The lack of motivation, goal direction and committment as well as dissatisfaction with a particular program or course, seemed to be answered by the students requests for more contact with staff, advisors, counselors, and other students.

When reviewing the survey results further, a possible clue to the academic difficulty of the non-returning full-time student was found in the number of full-time students who attempted to work long hours as well as attend school full-time. If counselors, advisors, and staff are alert to this condition contributing to non-return, perhaps other alternatives for these students could be considered.

Answers to the survey question that focused upon the time the decision was made to leave MCCC showed that more full-time students decided to leave during the Fall semester than part-time students. This finding is no doubt related to the fact that more NC's and W's were received by full-time students.

The opinions of the survey group were positive when plans to return to Mercer were recorded, and even more favorable in terms of recommending Mercer to a friend. However, the survey respondents, as opposed to the total population of non-returnees, may have been those who were already favorably inclined towards the college.

The overall conclusions, then, appear to be that the part-time sub-group differs from the full-time group in that they are not returning for a different set of reasons, such as goal attainment or transfer. The full-time sub-group appears to have the main difficulty of suffering academically, either because they are overburdened with job responsibilities, or academically and motivationally unprepared, or some combination of these factors.

Other than these generalizations, it is difficult to isolate the many individual variations that add up to non-return. The overwhelming number of respondents did indicate, in their comments, a feeling of alienation from other students, advisors, counselors, and teachers, which may give a clue to a solution to this problem. Despite the fact that the comments may represent feelings typical of the drop-out population for most colleges, the expression of alienation is an indication that there indeed are expectations for student-institution interaction that are not being met and that the students might have remained at Mercer had these expectations been fulfilled.

CONCLUSIONS AND IMPLICATIONS

The response rate to the survey as well as the proportional differences between part-time and full-time non-returning students suggest that information for these two sub-groups should be analyzed separately. Demographically, both the part-time and full-time non-returning students fell into the 21-25 age range more frequently than the general enrollment and there were some slight differences between non-returnees and all students in the distribution of students across ethnic groups. However, it could be said that these non-returning students were fairly typical Mercer students in general.

Academically, we found the non-returning student to be somewhat inferior to the general enrollment in terms of GPA and the number of NC, NC*, and W's. However, when the part-time sub-group was separated from the full-time sub-group, two distinctly different academic profiles were seen. The part-time non-returning students had earned more credits as well as having had higher GPA's than all part-time students. The full-time non-returning sub-group did not compare favorably with all full-time enrollees.

Unfortunately, we were able to compare only full-time students with the general enrollment by program, but the results filled out a description of them as being less committed academically, since the largest percentage of them were non-curricular.

When original goals of non-returning students were compared with goals for all students reporting their educational goals in the Fall of 1977, the non-returning student followed college trends of emphasis on job preparation and transfer preparation, but they chose these options in higher percentages. Thus it was possible that these students intended to leave sooner than other students. If we could add that this entire group leaned toward the non-curricular status, it might have been possible to surmise that they did not intend to stay at MCCC for any length of time.

When "further education" responses were reviewed, it was found that 28% of the survey group were pursuing further education, which was in line with the proportion of the entire group who stated that their original goal was to prepare to transfer, which also supports the possibility that goals had been met.

When the reasons for non-return from the survey respondents were considered in combination with the foregoing information, it was not surprising to see that the full-time students felt they were not doing well academically, whereas the part-time students were pursuing education elsewhere or had "stopped out" because of family responsibilities. The "stopping-out" phenomenon was again corroborated by the higher proportion (17% vs. 46%) of part-time students who did in fact plan to return to Mercer.

REFERENCES

1. Mercer County Community College Handbook, Office of College Publications and Information Services (1977-79) 44

APPENDIX A

LONG-FORM QUESTIONNAIRE RESULTS

(FULL-TIME NON-RETURNING ONLY)

(1) Number of hours (part time)/week off campus

Less than five hours	1	2.27 percent
At least five but less than ten hours	0	0.0 percent
At least ten but less than fifteen hours	4	9.09 percent
At least fifteen but less than twenty hours	10	22.73 percent
At least twenty but less than thirty hours	29	65.91 percent
	44	

(2) Number of hours (part time)/week on campus

Less than five hours	0	0.0 percent
At least five but less than ten hours	0	0.0 percent
At least ten but less than fifteen hours	3	75.00 percent
At least fifteen but less than twenty hours	0	0.0 percent
At least twenty but less than thirty hours	1	25.00 percent
	4	

(3) What was your working status last semester

Did not work last semester	39	29.32 percent
Worked full time	41	30.83 percent
Worked part time (off campus)	48	36.09 percent
Worked part time (on campus)	5	3.76 percent
	133	
No Response	5	3.62 percent

(4) Location Of Present Residence

Mercer County	116	84.06 percent
Burlington, Hunterdon, Monmouth, Middlesex or Somerset Counties	13	9.42 percent
Other Counties in New Jersey	9	6.52 percent
Pennsylvania	0	0.0 percent
New York	0	0.0 percent
Other States in U.S.	0	0.0 percent
Out of Country	0	0.0 percent
	138	
No Response	0	0.0 percent

(5) Upon entering MCCC, what was your major objective in attending the college?

Did not have any objective in attending the college	9	6.67 percent
Occupational upgrading	9	6.67 percent
Personal development	5	3.70 percent
Preparation for an intended occupation/career	75	55.56 percent
Preparation for further education	35	25.93 percent
Social or recreational activity	2	1.48 percent
Other	0	0.0 percent
	135	
No Response	3	2.17 percent

(6) Did you change your curriculum from that indicated above while you were a student at MCCC

Yes	19	14.62 percent
No	111	85.38 percent
	130	
No Response	8	5.80 percent

(7) Type of position curently held

Clerical/Records	21	20.59 percent
Business/Sales	17	16.67 percent
Business Management/Administration	9	8.82 percent
Professional (Law/Medicine/Clergy/ Architecture/Entertainer/Teacher)	0	0.0 percent
Semi-professional/Technical	10	9.80 percent
Public Service (Social Worker/ Fire/Law Enforcement/Military)	3	2.94 percent
Service Worker (Barber/Waiter)	3	2.94 percent
Skilled Trades/Craftsman (Carpenter/ Baker/Cook/Foreman)	7	6.86 percent
Semi-skilled/Operative (Machine Operator/Assembler/Driver)	12	11.76 percent
Unskilled Laborer	11	10.78 percent
Proprietor/Owner	0	0.0 percent
Other	9	8.82 percent
	102	
No Response (affected by number not working)	36	26.09 percent

(8) At the present time, what is your working status

Working full-time	88	65.19 percent
Working part-time	19	14.07 percent
Not working--seeking position	22	16.30 percent
Not working--not seeking position	6	4.44 percent
	135	
No Response	3	2.17 percent

(9) Number of hours (full time)/week

At least thirty but less than forty hours	21	25.00 percent
At least forty but less than fifty hours	53	63.10 percent
More than fifty hours	10	11.90 percent
	84	

(10) Number of hours (part time)/week

Less than five hours	0	0.0 percent
At least five but less than ten hours	4	20.00 percent
At least ten but less than fifteen hours	1	5.00 percent
At least fifteen but less than twenty hours	4	20.00 percent
At least twenty but less than thirty hours	11	55.00 percent
	20	

(11) Number of hours (full time)/week

At least thirty but less than forty hours	14	40.00 percent
At least forty but less than fifty hours	18	51.43 percent
More than fifty hours	3	8.57 percent

(12) How well did your program of studies at MCCC prepare you for your present position

Very well	2	1.89 percent
Well	18	16.98 percent
Poorly	8	7.55 percent
Very poorly	1	0.92 percent
Unrelated to present position	77	72.64 percent
	106	
No Response (affected by number not presently working)	32	23.19 percent

(13) Specify the name of the college wherein you are currently pursuing further education beyond your program of study at MCCC

Other community college in state	3	5.45 percent
Trenton State College	9	16.36 percent
Rutgers University	0	0.0 percent
Other public four year college in state	2	3.64 percent
Rider College	1	1.82 percent
Other private college in state	1	1.82 percent
Out of state college	10	18.18 percent
Other	29	52.73 percent
	55	
No Response (affected by number not pursuing further education)	83	60.14

(14) Would you say that a college education for you is

Essential	35	25.74 percent
Important	71	52.21 percent
Not very important	12	8.82 percent
Not Necessary	13	9.56 percent
Other	5	3.68 percent
	136	
No Response	2	1.45 percent

(15) How often did you meet with your counselor last semester at MCCC

Did not meet with my counselor	60	44.44 percent
Five or more times	13	9.63 percent
Three or four times	10	7.41 percent
One or two times	51	37.78 percent
Other	1	0.74 percent
	135	
No Response	3	2.17 percent

(16) How often did you meet with your academic advisor last semester at MCCC

Did not meet with my advisor	66	49.25 percent
Five or more times	7	5.22 percent
Three or four times	10	7.46 percent
One or two times	49	36.57 percent
Other	2	1.49 percent
	134	
No Response	4	2.90 percent

(17) What are your plans for further education beyond your study last semester at MCCC

Return to MCCC next semester	18	13.43 percent
Return to MCCC next year	15	11.19 percent
Return to MCCC but at some later date	22	16.42 percent
Go to another college and complete a program there	28	20.90 percent
Am uncertain now about further college plans	33	24.63 percent
Have given up further college plans	11	8.21 percent
Other	7	5.22 percent
	134	
No Response	4	2.90 percent

(18) What was your principle reason for not returning to MCCC

Did not leave the college	1	0.75 percent
Became ill or injured	8	5.97 percent
Completed the program or courses for which I enrolled	8	5.97 percent
Decided to take a vacation (leave of absence)	7	5.22 percent
Disappointed in the program of studies	13	9.70 percent
Found the studies more difficult than I anticipated	9	6.72 percent
General discouragement with school	21	15.67 percent
Transferred to another school	10	7.46 percent
Unable to finance further education at this time	12	8.96 percent
Wanted to seek immediate employment	23	17.16 percent
Other	22	16.42 percent
	134	
No Response	4	2.90 percent

(19) In what manner, if any, are you currently pursuing further education beyond your program of completed study at MCCC

Am not pursuing any further education at this time	82	63.57 percent
In service or on-the-job training	13	10.08 percent
Courses not leading to a degree	8	6.20 percent
Part-time in program leading to a degree	13	10.08 percent
Full-time in program leading to a degree	13	10.08 percent
	129	
No Response	9	6.52 percent

(20) How well did your program of study at MCCC prepare you for your further educaiton

Very well	6	6.52 percent
Well	29	31.52 percent
Poorly	17	18.48 percent
Very poorly	1	1.09 percent
Unrelated to further education	39	42.39 percent
	92	
No Response (affected by number not pursuing further education)	46	33.33 percent

(21) To what degree were you satisfied/dissatisfied with the academic advisement

Very satisfied	7	5.51 percent
Satisfied	59	46.46 percent
Dissatisfied	24	18.90 percent
Very dissatisfied	10	7.87 percent
No basis for opinion	27	21.26 percent
	127	
No Response	11	7.97 percent

(22) To what degree were you satisfied/dissatisfied with the academic skills services

Very satisfied	7	5.51 percent
Satisfied	54	42.52 percent
Dissatisfied	10	7.87 percent
Very dissatisfied	4	3.15 percent
No basis for opinion	52	37.68 percent
	127	
No Response	11	8.66 percent

(23) To what degree were you satisfied/dissatisfied with the admissions procedures

Very satisfied	15	11.36 percent
Satisfied	74	56.06 percent
Dissatisfied	21	15.91 percent
Very Dissatisfied	12	9.09 percent
No basis for opinion	10	7.53 percent
	132	
No Response	6	4.35 percent

(24) To what degree were you satisfied/ dissatisfied with the class scheduling

Very Satisfied	15	11.54 percent
Satisfied	84	64.62 percent
Dissatisfied	18	13.85 percent
Very dissatisfied	11	8.46 percent
No basis for opinion	2	1.54 percent
	130	
No Response	8	5.80 percent

(25) To what degree were you satisfied/dissatisfied with the entrance testing program

Very satisfied	23	17.29 percent
Satisfied	84	63.16 percent
Dissatisfied	9	6.77 percent
Very dissatisfied	4	3.01 percent
No basis for opinion	13	9.77 percent
	133	
No Response	5	3.62 percent

(26) To what degree were you satisfied/dissatisfied with the registration procedures

Very satisfied	14	10.61 percent
Satisfied	74	56.06 percent
Dissatisfied	20	15.15 percent
Very dissatisfied	18	13.64 percent
No basis for opinion	6	4.55 percent
	132	
No Response	6	4.35 percent

(27) To what degree were you satisfied/dissatisfied with the student orientation

Very satisfied	8	6.15 percent
Satisfied	71	54.62 percent
Dissatisfied	12	9.23 percent
Very dissatisfied	9	6.92 percent
No basis for opinion	30	23.08 percent
	130	
No Response	8	5.80 percent

(28) To what degree were you satisfied/dissatisfied with the classroom facilities and equipment

Very satisfied	31	24.03 percent
Satisfied	84	65.12 percent
Dissatisfied	9	6.98 percent
Very dissatisfied	0	0.0 percent
No basis for opinion	5	3.88 percent
	129	
No Response	9	6.52 percent

(29) To what degree were you satisfied/dissatisfied with the classroom instruction

Very satisfied	29	22.31 percent
Satisfied	73	56.15 percent
Dissatisfied	17	13.08 percent
Very dissatisfied	4	3.08 percent
No basis for opinion	7	5.38 percent
	130	
No Response	8	5.80 percent

(30) To what degree were you satisfied/dissatisfied with the course offerings

Very satisfied	22	17.19 percent
Satisfied	33	64.84 percent
Dissatisfied	15	11.72 percent
Very dissatisfied	5	3.91 percent
No basis for opinion	3	2.34 percent
	128	
No Response	10	7.25 percent

(31) To what degree were you satisfied/dissatisfied with the individual assistance from instructors

Very satisfied	18	13.85 percent
Satisfied	66	50.77 percent
Dissatisfied	22	16.92 percent
Very dissatisfied	9	6.92 percent
No basis for opinion	15	11.54 percent
	130	
No Response	8	5.80 percent

(32) To what degree were you satisfied/dissatisfied with the laboratory facilities and equipment

Very satisfied	21	16.67 percent
Satisfied	60	47.62 percent
Dissatisfied	3	2.38 percent
Very dissatisfied	0	0.0 percent
No basis for opinion	42	33.33 percent
	126	
No Response	12	8.70 percent

(33) To what degree were you satisfied/dissatisfied with the program or curricular offerings

Very satisfied	14	11.02 percent
Satisfied	84	66.14 percent
Dissatisfied	13	10.24 percent
Very dissatisfied	6	4.72 percent
No basis for opinion	10	7.87 percent
	127	
No Response	11	7.97 percent

(34) To what degree were you satisfied/dissatisfied with the study facilities and equipment

Very satisfied	31	24.41 percent
Satisfied	74	58.27 percent
Dissatisfied	4	3.15 percent
Very dissatisfied	1	0.79 percent
No basis for opinion	17	13.39 percent
	127	
No Response	11	7.97 percent

(35) To what degree were you satisfied/dissatisfied with the financial aid program

Very satisfied	18	14.06 percent
Satisfied	25	19.53 percent
Dissatisfied	11	8.59 percent
Very dissatisfied	8	6.25 percent
No basis for opinion	66	51.56 percent
	128	
No Response	10	7.25 percent

(36) To what degree were you satisfied/dissatisfied with the personal counseling services

Very satisfied	10	7.81 percent
Satisfied	42	32.81 percent
Dissatisfied	23	17.97 percent
Very dissatisfied	14	10.94 percent
No basis for opinion	39	30.47 percent
	128	
No Response	10	7.25 percent

(37) To what degree were you satisfied/dissatisfied with the placement services

Very satisfied	9	7.03 percent
Satisfied	44	34.38 percnet
Dissatisfied	14	10.94 percent
Very dissatisfied	6	4.69 percent
No basis for opinion	55	42.97 percent
	128	
No Response	10	7.25 percent

(38) To what degree were you satisfied/dissatisfied with the pre-admissions counseling

Very satisfied	14	10.69 percent
Satisfied	53	40.46 percent
Dissatisfied	26	19.85 percent
Very dissatisfied	14	10.69 percent
No basis for opinion	24	18.32 percent
	131	
No Response	7	5.07 percent

(39) To what degree were you satisfied/dissatisfied with the student activities and clubs

Very satisfied	9	7.09 percent
Satisfied	42	33.07 percent
Dissatisfied	10	7.87 percent
Very dissatisfied	8	6.30 percent
No basis for opinion	58	45.67 percent
	127	
No Response	11	7.97 percent

(40) To what degree were you satisfied/dissatisfied with the transfer counseling services

Very satisfied	6	4.80 percent
Satisfied	18	14.40 percent
Dissatisfied	15	12.00 percent
Very dissatisfied	3	2.40 percent
No basis for opinion	83	66.40 percent
	125	
No Response	13	9.42 percent

(41) To what degree were you satisfied/dissatisfied with the vocational/career counseling

Very satisfied	3	2.40 percent
Satisfied	24	19.20 percent
Dissatisfied	14	11.20 percent
Very dissatisfied	5	4.00 percent
No basis for opinion	79	63.20 percent
	125	
No Response	13	9.42 percent

(42) To what degree were you satisfied/dissatisfied with the bookstore materials and holdings

Very satisfied	32	24.62 percent
Satisfied	93	71.54 percent
Dissatisfied	1	0.77 percent
Very dissatisfied	3	2.31 percent
No basis for opinion	1	0.77 percent
	130	
No Response	8	5.80 percent

(43) To what degree were you satisfied/dissatisfied with the bookstore services

Very satisfied	27	20.77 percent
Satisfied	93	71.54 percent
Dissatisfied	5	3.85 percent
Very dissatisfied	2	1.54 percent
No basis for opinion	3	2.31 percent
	120	
No Response	8	5.80 percent

(44) To what degree were you satisfied/dissatisfied with the food services

Very satisfied	15	11.63 percent
Satisfied	60	46.51 percent
Dissatisfied	22	17.05 percent
Very dissatisfied	13	10.08 percent
No basis for opinion	19	14.73 percent
	129	
No Response	9	6.52 percent

(45) To what degree were you satisfied/dissatisfied with the library materials and holdings

Very satisfied	31	24.03 percent
Satisfied	71	55.04 percent
Dissatisfied	12	9.30 percent
Very dissatisfied	2	1.55 percent
No basis for opinion	13	10.08 percent
	129	
No Response	9	6.52 percent

(46) To what degree were you satisfied/dissatisfied with the library services

Very satisfied	32	24.62 percent
Satisfied	79	60.77 percent
Dissatisfied	5	3.85 percent
Very dissatisfied	0	0.0 percent
No basis for opinion	14	10.77 percent
	130	
No Response	8	5.80 percent

(47) To what degree were you satisfied/dissatisfied with the recreational facilities and equipment

Very satisfied	15	11.63 percent
Satisfied	73	56.59 percent
Dissatisfied	4	3.10 percent
Very dissatisfied	1	0.78 percent
No basis for opinion	36	27.91 percent
	129	
No Response	9	6.52 percent

(48) To what degree were you satisfied/dissatisfied with the recreational program and activities

Very satisfied	8	6.35 percent
Satisfied	57	45.24 percent
Dissatisfied	6	4.76 percent
Very dissatisfied	7	5.56 percent
No basis for opinion	48	38.10 percent
	126	
No Response	12	8.70 percent

(49) To what degree were you satisfied/dissatisfied with the academic testing services

Very satisfied	14	16.28 percent
Satisfied	54	62.79 percent
Dissatisfied	3	3.49 percent
Very dissatisfied	1	1.16 percent
No basis for opinion	14	16.28 percent
	86	
No Response	52	37.68 percent.

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